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PREFACE

EAPRIL is ...

EAPRIL is the European Association for Practitioner Research on Improving Learning. The association promotes practice-based and practitioner research on learning issues in the context of formal, informal, non-formal, lifelong learning and professional development with the aim to professionally develop and train educators and, as a result, to enhance practice. Its focus entails learning of individuals (from kindergarten over students in higher education to workers at the workplace), teams, organisations and networks.

More specifically

- Promotion and development of learning and instruction practice within Europe, by means of practice-based research.
- To promote the development and distribution of knowledge and methods for practice-based research and the distribution of research results on learning and instruction in specific contexts.
- To promote the exchange of information on learning and instruction practice, obtained by means of practice-based research, among the members of the association and among other associations, by means of an international network for exchange of knowledge and experience in relation to learning and instruction practice.
- To establish an international network and communication forum for practitioners working in the field of learning and instruction in education and corporate contexts and develop knowledge on this issue by means of practically-oriented research methods.
- To encourage collaboration and exchange of expertise between educational practitioners, trainers, policy makers and academic researchers with the intent to support and improve the practice of learning and instruction in education and professional contexts.
- By the aforementioned goals the professional development and training of practitioners, trainers, educational policy makers, developers, educational researchers and all involved in education and learning in its broad context are stimulated.

Practice based and Practitioner research

Practice-based and practitioner research focuses on research for, with and by professional practice, starting from a need expressed by practice. Academic and practitioner researchers play an equally important role in the process of sharing, constructing and creating knowledge to develop practice and theory. Actors in learning need to be engaged in the multidisciplinary and sometimes trans-disciplinary research process as problem-definers, researchers, data gatherers, interpreters, and implementers.

Practice-based and Practitioner research results in actionable knowledge that leads to evidence-informed practice and knowledge-in-use. Not only the utility of the research for and its impact on practice is a quality standard, but also its contribution to existing theory on what works in practice, its validity and transparency are of utmost importance.



DEVELOPING CITIZENSHIP SKILLS THROUGH CULTURAL HERITAGE AND SOCIAL MEDIA NETWORKS

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ABSTRACT

This paper presents the outcomes of a project carried out with Cesano Boscone (Milan, Italy) students (6th-7th grade), consistent with the National Operational Programme, For School - Competences and Learning Environments, 2014-2020 (MIUR), on citizenship education in an intercultural and interdisciplinary perspective, with a focus on an aware use of social networks. The project was evaluated using the “fourth generation” approach, activating a reflexive comparison between participants. The perception of the project’s educational impact shows a coherent relationship between the objectives that guided the design work and the learning outcomes that emerge from the analysis of the classroom activities. The results of the content analysis of the conversations with children highlighted the effectiveness of the educational alliance between teachers and educators and the assumption of a reflective attitude towards their own practices. The first identified learning outcome is a responsibility towards a common heritage, a second outcome is a greater awareness of the potential and risks of the digital environment, a third point underlined by the students is the ability to interact in a group, understanding different points of view, valuing one’s own and others’ skills, contributing to common learning and implementing collective activities.

⁷ Authors’ contributions: paragraphs 1, 2 and 4.4 Claudia Fredella; paragraphs 2, 3 and 4.1 Sofia Bosatelli; paragraphs 4.2 and 4.3 Germana Mosconi.



1 FRAMEWORK

The project focuses - heritage education and digital citizenship - emerged from an analysis of the context's needs and had been addressed under the umbrella of the citizenship education in its transdisciplinary dimension and strongly anchored to the territory and to "socially vivid" matters (Balibar, 2012; Legardez, 2017).

Digital competence is one of the Key Competences for Lifelong Learning first defined at European level in 2006 that, as stated in and update of the Council Recommendation in 2018, «involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking»⁸, definition recently updated in the *DigComp 2.2: Digital Competence Framework for Citizens* (Vuorikari, Kluzer & Punie, 2022). In 2015, the *Paris Declaration* of the European Ministers of Education reaffirmed the need to increase the development of critical thinking and digital literacy, and the subsequent 2018 Recommendation of the European Parliament again emphasises «the commitment of Member States to promote common values, enhance critical thinking and media literacy, inclusive education and intercultural dialogue» (Art. 9).

In the *Council Recommendation on Key Competences for Lifelong Learning* (Official Journal of the European Union, 2018/C, 189/1) intercultural skills underpin all key competences and there is an explicit mention of the need to promote awareness of the richness intrinsic to cultural diversity. In investigating the concepts of 'identity' and 'belonging', as well as the dynamics of the development of critical thinking, an indispensable component is the consideration of the 'gaze of the other', with whom we share a specific social context, and which commits us to the reasoned and reasonable construction of a common sense, a consensus (Fredella, 2022, p. 25). In Italy the global citizenship topic has been taken up at the national level by the *National Council for Development Cooperation* (CNCS), which in June 2017 set up a working group tasked with developing the *National Strategy for Global Citizenship Education* (ECG)⁹. The document was built through a participatory process involving dozens of actors at local, national and international levels, with the aim of developing a multi-year Action Plan that promotes ECG practices in formal, non-formal education. The analysis stems from the awareness that the complexity of modern societies faces citizens with challenges that are constantly changing and to address them citizens need knowledge, attitudes and skills to build a sustainable, equitable and inclusive world (SDG 4¹⁰).

⁸ <https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en>

⁹ <https://www.info-cooperazione.it/wp-content/uploads/2018/02/Strategia-ECG.pdf>

¹⁰ <https://www.sdg4education2030.org/the-goal>



Starting from the assumption that in order to deal with citizenship education a fundamental prerequisite is the creation, in the classroom and at school, of a democratic space, it was decided to adopt a *Student Voice* perspective (Grion & De Vecchi, 2014) to give voice to students, with the aim of achieving the dimension that Santerini (2010) defines as deliberative citizenship, which is embodied in a process that includes decision-making, participation and cooperation; these three attitudes enable individuals to relate to their living environment as active members and to experience being co-citizens (Audigier, 2002).

Belonging to the community and building a plural identity are also closely linked to the dialogue with cultural heritage that enables pupils to develop transversal citizenship skills, also in an intercultural perspective, preventing stereotypes and prejudices (Bortolotti et al., 2008).

In Italy, the *National Digital School Plan* emphasises how digital technologies can be «an active agent of the deep social, cultural, political and economic changes taking place» (MIUR, 2017, p. 6) and foster the development of critical thinking, make people responsible to the community and support relationships oriented towards mutual trust and reciprocity (Rivoltella, 2021; Rivoltella & Rossi, 2019).

The topic of Digital Citizenship is one of the three milestones of Law 92/2019 for the introduction of the teaching of Civic Education in which is highlighted the right to be informed about the risks of the digital environment and is established the "Council of the Rights and Duties of the Digital Child and Adolescent" (Di Genova & Fredella, 2022).

Starting from the awareness of the need to reorient the educational paradigms of digital competences, adapting them to the new social and socio-technical complexity (Marinelli, 2020), the aim of the project was to introduce the Media Literacy education (Jenkins 2010, pp. 79-90) to tackle the topic of the competences needed to make students digitally aware citizens. The questions addressed, avoiding the simplification of the *American Academic of Pediatrics* completely centred on the parameter of screen time, focused on growing a knowledge on complex social practices, based on the principles of *ethos challenge* and *transparency problem*, given the young age of the students (Jenkins, 2010, Colombo, 2020).

The issue of inhabiting digital environments became even more urgent given that the project started in February 2021, a time still heavily influenced by the Covid-19 pandemic prevention measures. In fact, the first phase of the project took place when schools were closed, and trainers and classes therefore initially met online.

It is therefore expected that the digital environment becomes a shared social space (Boccia Artieri, 2012) where to build "paths of integration, participation and relationship with the complex and multiform surrounding reality" (Perfetti, 2015, p. 135). From this perspective, the theme of cultural heritage opens up the search for a sense of belonging to the territory and the community that inhabits it, and a reflection on a collective good to be valorised, shared and communicated (Mascheroni, 2009) also through digital tools. At the same time responsibility towards the heritage itself could be promoted through an idea of digital citizenship "declined in terms of dialogue and encounter" (Perfetti, 2015, p.131). The encounter with cultural heritage



has also made it possible to leave, albeit virtually, the walls of the school, working at the same time from a local and global perspective, going beyond the "educational" vocation of media education (Fabbri & Soriani, 2021, p. 61), entering into non-formal contexts.

2 THE PROJECT

The project, consistent with the orientation of the National Operational Programme, *For School - Competences and Learning Environments* (2014-2020) of the Ministry of Education, Universities and Research - aimed to form competent and responsible citizens in a modern, connected and interdependent society intended to promote:

- the development of a feeling of belonging to a broad, democratic and inclusive community, starting from an interdependence of political, economic, environmental, social and cultural dimensions, between local and global levels;
- in-depth exploration of citizenship education in an intercultural perspective, with a specific focus on heritage education in connection with a more aware use of digital tools and social networks.

The project involved: three primary school classes (6th grade) and three low secondary school classes (7th grade) of the Alessandrini School and Da Vinci School of Cesano Boscone (Milan) classes of the IC Alessandrini and IC Da Vinci in Cesano Boscone (Milan) to work on continuity between the different school stages¹¹; Primary and first grade secondary school teachers; Parents of the students; Working group composed of: 1 supervisor and project coordinator, 6 pedagogist-trainers, 1 psychologist, 1 Professional Advanced Counselor and 1 documentalist.

The research design included: 5 meetings with classes on heritage issues and the use of social networks, planning meetings between teachers and teacher-trainers, supervised group meetings, a training course for parents and 3 meetings open to the public.

In this paper we will focus on the results of the activities carried out in two classrooms, a 6th and a 7th grade.

The design of the path proposed to the students was based on a context needs analysis (Nigris, Balconi & Zecca, 2019), shared between trainers and teachers, that highlighted within the schools' social environment problems such as troubled relationships among the student, isolation, and difficulties in sharing the rules of democratic coexistence.

In fact, the need to work on the theme of digital citizenship had arisen from teachers concerned about episodes of cyberbullying among students. The connection with the theme of cultural heritage therefore emerged collectively as a framework for

¹¹In Italy compulsory education starts at six years of age and lasts for 10 years divided in: 5 grades of Primary school (elementary) - from 6 to 11 years, compulsory; 3 grades of Lower secondary school (middle school) - 11 to 14 years, compulsory; 5 grades of Secondary school (high school) from 14 to 19 years (compulsory up to 16 years).



addressing the dimensions of building an inclusive community in which students could develop a sense of responsibility for the common good and move consciously within a shared digital space.

Moreover, the students were involved in the ongoing activities redesign from a bottom-up perspective, with the intent of building a shared collective identity and to promote a sense of responsibility towards the territory's memory and heritage. Coordination meetings between teachers and trainers were held to plan, analyse and share results of classroom activities with students.

Linking heritage knowledge, protection and education on an aware use of social networks was the challenge, accompanied by a strong transdisciplinary approach. The activities (Table 1) were carried out using the cooperative-learning methodology, which also supported the development of relational skills (Negri, 2007).

First activity What is cultural heritage?	<ul style="list-style-type: none"> •After viewing a series of images, the students, divided into two groups, are asked to define what the photos presented have in common. Discussion and agreement on a first definition of heritage.
Second activity Our heritage	<ul style="list-style-type: none"> •Students were asked to add a photo/image on a Padlet or bring in an item that would represent their own heritage. Discussion and sharing of ideas and emotions.
Third activity What are social networks and how do we use them?	<ul style="list-style-type: none"> •Group discussion about knowledge and use of social networks. Structuring an interview to conduct with parents.
Fourth activity What we want to share?	<ul style="list-style-type: none"> •Review of parents' interviews and reflection on what the class wants to share on social network. Group work to choose topics and languages.
Fifth activity Digital content creation	<ul style="list-style-type: none"> •Viewing the work done and discussing dissemination methods and strategies. Creation of a Facebook group shared by the two schools. (Posting content through parents and teachers' profiles).

Tab. 1 Classrooms activity programme.

In the first meeting the students were challenged to investigate the idea of heritage itself through the observation of a series of images previously selected by the group of trainers as representative of the complexity and plurality of interpretations of the notion of cultural heritage: from internationally renowned artworks to gastronomic traditions, from landscapes to local handicraft products. In order to help students to recognise a heritage also close to their own experience and to build a connection between the different images - without value judgements or hierarchical scales - were also included pictures of places in the municipality of Cesano Boscone, such as gardens, the skate park, the library, historical buildings and characteristic landscapes of the surrounding countryside.



The students, actively involved and protagonists in their learning process, were then asked to choose which heritage (tangible and intangible) had to be valued and shared in order to maintain an anchorage in their sensitivities, and communicated it through a variety of languages (art, music, theatre, videotelling, storytelling...).

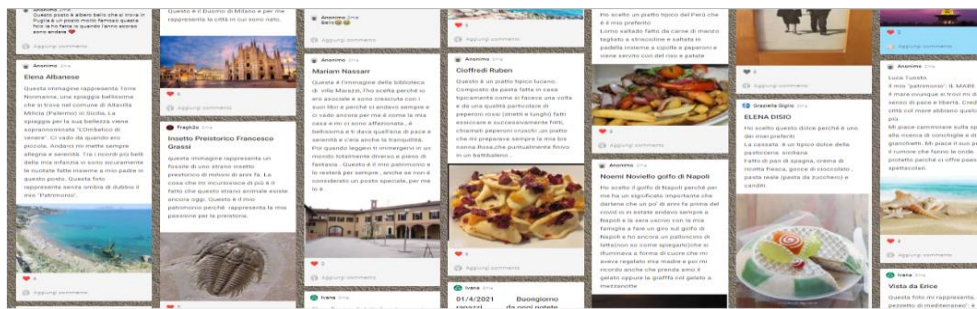


Fig. 1 The students' heritage.

Through words, images, objects and even living people (someone decided to bring their grandfather, he connected via video conference) the children told what heritage means to them, something they cherish. As we will see in section 4 from the discussions with the students, an idea of heritage emerges which refers to family ties and memories experienced with friends and family. Some students recounted episodes related to their origins and asked to show the class a landscape from a trip to their country of origin or an object dear to them.

In subsequent activities, students were asked to explain their idea of heritage in order to co-construct heritage as a common good and towards a community dimension.

After sharing the common heritage, thoughts were given on how to communicate this content through the use of social networks.

The children were asked to think about what content to convey and how, and there was much discussion about the content, how to communicate it and whether or not to communicate it. There were many ideas including videos, animated presentations, songs, audio, photos, images, so the products created were then put on a Facebook group shared by the two schools (posting content through parents and teachers' profiles) with the aim of disseminating their content and meaning within a wider community.

Thanks to these shared discussions, it was possible to intertwine several times the two macro-themes that guided the project: heritage and social media networks.

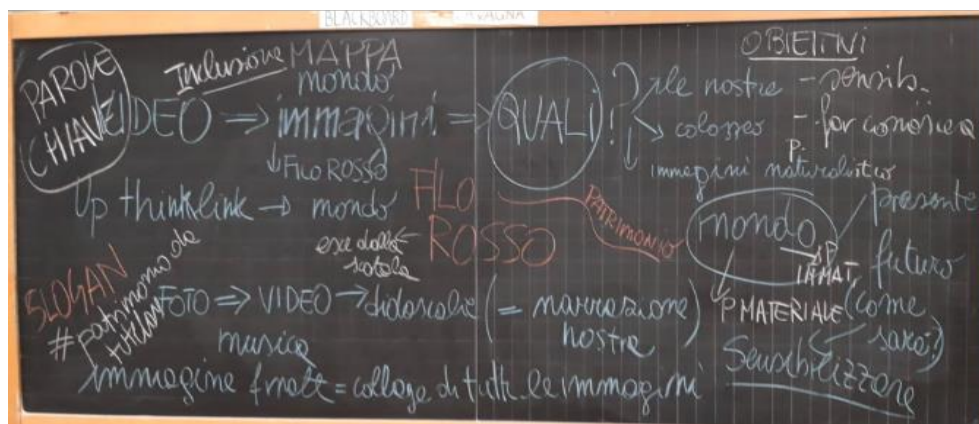


Fig. 2 Key words, goals and tools to design the heritage communication plan (Dashboard sketch in the 6th grade class).

A central aspect of this project was the alliance that was created between teachers and trainers, even though there was a common design for the whole team, trainers and teachers continually recalibrated their actions according to emerging issues, to respond to the specific needs of that specific class.

3 RESEARCH METHODOLOGY

The qualitative study is situated within the ecological paradigm, the purpose was to give an account of the phenomenon's complexity and to “preserve the other's spoken word” (Mortari, 2010, p. 25). The project has been monitored and evaluated using the participatory (Bezzi, 2010) and “fourth generation” evaluation approach (Guba & Lincoln, 1989), which directly involved: educators, teachers and students. The study aimed at enhancing the subjectivity of the participants, activating a reflexive comparison between them and providing useful evidence for the redesigning of similar actions.

The monitoring and evaluation action was carried out following the three dimensions of the training device: (i) students' learning with regard to the development of transversal citizenship skills; (ii) the changes on a larger scale perceived by the various stakeholders (students, trainers, teachers); (iii) the elements of effectiveness and criticality of the project perceived by the stakeholders. The following objectives were pursued: identification of the students' areas of learning; identification of the areas of change perceived by the various stakeholders and exploration of the elements of greater effectiveness and criticality of the training device.

The work was divided into seven stages (a) initial analysis of the training device; (b) monitoring through the supervision meetings with the working group (1 supervisor and project coordinator, 6 trainers, 1 psychologist, 1 Professional Advanced Counselor and 1 documentalist); (c) monitoring through the meetings between



trainers and teachers and through the trainers' logbooks; d) conduction of two focus groups with the teachers; e) selection of the documentation, systematising and analysing the data aimed at an initial interpretation for the drafting of monitoring and reporting reports; f) integrated analysis of the data collected; g) final elaboration of the research report. The instruments used for data collection (Tab.2) refer to a qualitative paradigm (Trincherò, 2002).

Participants	Objectives	Tools
Students	Identification of learning transversal areas (citizenship competences). Exploration of elements of most effective and critical elements of the training device.	Audio recording and transcription of the meetings, observations, analysis of the products produced in the classes.
Teachers	Identification of the areas of change perceived by teachers (on and about students). Exploration of the most effective and critical elements of the training device.	Focus groups; analysis of themes that emerged in the monitoring meetings.
Pedagogist-trainers	Identification of the areas of change perceived by pedagogist-trainers (on and about the different subjects). Exploration of the most effective and critical elements of the training device.	WhatsApp vocals, Diary; analysis of themes that emerged in the monitoring meetings with the working group.

Tab. 2 Research tools and objectives.

With the aim of collecting instant considerations, impressions and evaluations that made it possible, at a later stage, to return to the activity carried out and analyse it on the basis of these notes (Agosti, 2006; Pastori, 2017), both the diary, a documentation tool with a reflective slant, and an informal tool, i.e. an immediate report via a voice message sent in a purpose-made whatsapp group, were used by the trainers. This new tool facilitated discussion within the group and often facilitated rapid re-design, moreover, the transcribed text allowed a critical look that enriched the reflections collected in the logbooks/diary. The working group meetings, which



took place in an atmosphere of mutual listening and non-judgmental acceptance, made it possible to create a space for exchange and reflection (Mortari, 2009a) and triggered a process of re-framing, i.e. a change of perspective with respect to the reported topics (Mezirow, 1990). The meetings with the students were recorded and transcribed with the aim of activating a discussion between the various participants. It was also necessary in order to access the perspective of the students and their world of meanings and interactions (with teachers and trainers) to implement participant observation understood as peripheral participation (Corsaro, 2003; James, 1996): sharing everyday life, observing with curiosity and discretion, waiting to be hosted and welcomed in order to ask questions or hold conversations. Two central methodological aspects were found in this project to access the student world and the promotion of participation (Mortari, 2009b). In addition, the analyses of the products, the outcome of the paths in the various classes (drawings, texts, presentations, videos) were considered. In this context we will focus on students' activities through the conversations analysis, carried out according to the qualitative method of content analysis (Krippendorff, 2004) with a coding system inspired by the constructivist approach of Grounded Theory (Charmaz, 2006). In a first phase, labels adhered to the text, following an analytical process of "naming" the data (Tarozzi, 2008, p. 84) and then grouped into categories representing the different identified units of meaning. A key aspect of the process has been intersubjectivity between the researchers who, coding the texts first separately then comparing them with each other, have gradually redefined the coding system. have been gradually redefining the coding system.

QUOTATIONS	LABEL	CATEGORY
Unlike Youtube, where they make videos, on twitch there are videos, but they are broadcast in that minute there, in that second there	knowledge of social media	Awareness of potential and risks of the digital environment
I can keep in touch with my distant relatives and talk to them	how and why I use them	
[on Facebook] I get in touch with people I don't know and then something bad came out and I told my mum and then I deleted it [my profile]	relationship with parents	
I learned how to work together and we shared desires	share thoughts and desires	Ability to interact in group
I got to know new things about my classmates and their origins, i.e. a typical food I didn't know	acquaintance with classmates	
The winter homework space in Cesano Boscone it was nice because you could see the snow from the windows and in some days they sold roasted chestnuts,	belonging to the local community	Belonging to a community
The dervish dance is from my country [Syria], so I like it a lot, because I used to do it when there were celebrations	cultural traditions of country of origin	
You think it is a picture, instead it's much more and it belongs to everyone	heritage knowledge	Responsibility towards a common heritage
I think we also learnt how to be careful with heritage and how to protect it	heritage protection	

Tab. 3 Coding system.



4 CONTENT ANALYSIS AND RESULTS

After the labelling phase, we gathered the labels identifying four main categories described above (Tab. 3), related to the learning goals of the project connected with the development of citizenship transversal skills:

1. Greater awareness of the potential and risks of the digital environment;
2. The ability to interact in a group, understanding different points of view;
3. Belonging to a community;
4. A sense of responsibility towards a common heritage.

4.1 Greater awareness of the potential and risks of the digital environment

The first category identified refers to student's awareness of the potential and risks of the digital environment. It includes three labels "knowledge of social media", "how and why I use them" and "relationship with parents". During the meetings, the students demonstrated detailed knowledge of a wide range of social media networks, even the less common ones. Moreover, they were able not only to describe the purpose of social and the main features, but also to make comparisons between different social media ("With likee you can make videos like tiktok"; "Unlike Youtube, where they make videos, on twitch they are videos, but they are broadcast in that minute there, in that second there").

The students demonstrated their competence and explained to the group (including the teachers and researchers) the specific features of social media networks.

The second sub-theme included how and why they use social media networks and it was clear that the students were perfectly aware of how to use them.

During the meeting we reflected together on the potentials and risks of the social digital media and as a result it proved extremely important to make use of some orientation metaphors (e.g. "It's as if you were three years old and you were alone in New York traffic, you don't know the risks, you don't know the orientation signs in traffic. What do you do? Do you go alone or do you let an adult guide you?").

Thanks to orientation metaphors they reflected about, not only the capabilities ("I can use social media to make other people understand what heritage is"; "I can keep in touch with my distant relatives and talk to them"), but also the risks and the need to be responsible for what they write. In fact the children reported "I learnt the importance of privacy" "I learnt that you have to use social media. You have to put your mind on it"; "You have to be responsible, you can't just write what pops into your head").

Finally, the analysis of the data reveals the relationship with parents in a twofold aspect: on the one hand, we note the intervention of parents when children had negative experiences ("I get people I don't know and then something bad came out and I told my mum and then I deleted it"), on the other hand we note an intention to



build an alliance with their children towards using social media networks properly (“Sometimes I get a post with my mum on her profile and we decide together what to write”).

4.2 The ability to interact in a group, understanding different points of view

The second category refers to quotations related to the ability to interact in a group and to feel part of it in order to share meaningful learning experiences. It includes two labels: “share thoughts and desires” and “acquaintance with the classmates”.

During the meeting, the class group took on the appearance of a "space of democracy" in which learners experienced processes of decision-making, participation and cooperation (Santerini, 2010) that enabled them to learn to work in groups, to make others' representations their own and to share questions, their possible answers and desires ("I learned how to work together and we shared desires"). Expressing their own ideas and embracing those of their classmates allowed the learners to experience a dimension of listening and respecting the different points of view that emerged during class discussion and expand their knowledge ("the others said it inspired tranquillity to them and Michael said he would go wild on the Dolomites").

Cooperation is a fundamental aspect in the social and moral growth of learners and in the processes of knowledge construction (Negri, 2007, p. 210). When children have the opportunity to work in groups guided by adults capable of exercising a mediating role, they learn more easily to argue their points of view and at the same time to exercise critical and flexible thinking that leads them to modify their initial assumptions in order to co-construct new knowledge. In this case, the co-construction of knowledge required the contribution of the whole group of learners and was based on a process of explication and negotiation of meanings (ibidem, 2007) about the concept of heritage, about the experience the students had about it and about the possibility of using digital and social network tools to spread it responsibly. They were thus able to discover worlds and cultures unknown to them and broaden their mental horizons by processing and making others' experiences their own ("I got to know new things about my classmates their origins, a typical food I didn't know").

4.3 Belonging to a community

The third category reports students' quotations related to their sense of community. It includes two labels: “belonging to the local community” and “cultural tradition of cultural origin”.

Through the pictures proposed by the trainers, the students shared a sense of belonging to the Cesano Boscone community. They were able to recognise and remember the places they used to attend before the Covid-19 pandemic: the parks



where they went to play, the square, the cinema; places that have aroused in them memories of experiences lived with friends or family members; places, thus, where they have recognised themselves as subjects belonging to the same community ("we used to go to all these places in Cesano Boscone"), places in which they have intertwined meaningful relationships and lived interesting experiences ("the winter homework space in Cesano Boscone was nice because you could see the snow from the windows and some days they sold roasted chestnuts, we bought them and ate them together"); and, finally, places that have a history, like the one told by the grandfather of a student, native of Cesano Boscone who narrated his personal and family history intertwining it with that of the city.

Knowledge of both material and intangible heritage and local and global heritage through the photographs presented by the trainers enabled the students to develop an intercultural perspective by countering stereotypes and prejudices (Bortolotti et al., 2008). In some cases, the pictures enabled some students to recognize the cultural traditions of their country of origin and share them with classmates ("The dervish dance is from my country [Siria], so I like it a lot, because I used to do it when there were celebrations").

4.4 A sense of responsibility towards a common heritage

The last category includes quotations related to the definition of heritage itself that students had developed during the project implementation.

As we've already shown, students faced the concept of cultural heritage through the observation of some pictures first, then describing and drawing their own heritage, sharing their beloved places, in Cesano and around the world, and finally comparing them during conversations in the classroom with those of their schoolmates and their teachers.

Their first ideas of heritage were connected to experiences, memories, emotions, and aspirations, and i.e., objects with sentimental value, linked with family history as typical dishes or holiday places. It emerged that cultural heritage for most of them has a private character and it belongs to their personal sphere.

They had then been supported in building a shared idea of heritage, to co-construct heritage as a common good, towards a community dimension ("I learnt what heritage is, you think it is a picture, instead it's much more and it belongs to everyone"). It has been a fundamental process on one hand to go further the idea of tangible towards the idea of intangible heritage ("It is also a habit. This habit could become heritage") – some of them state i.e. that friendship is a common heritage – and on the other hand to assume the awareness that heritage has to be "protected" ("I think we also learnt how to be careful with heritage and how to protect it"). This awareness led us to the concept of responsibility towards cultural heritage, as a legacy to be preserved and transmitted to future generations.



One of the 6th grade classes had written, with the supervision of the music teacher, what they named “The heritage rap” that goes “*il patrimonio culturale è qualcosa che ti prende, più lo guardi e più vale, non si compra e non si vende*” [cultural heritage is something that grabs you, the more you look at it, the more it is worth, it cannot be bought or sold].

5 CONCLUSIONS

Main successful factors relate to a participatory and shared design, between teachers and trainers, of the path proposed to the classes, based on a context needs analysis (Nigris, Balconi & Zecca, 2019) to address “socially vivid matters” (Legardez, 2007) within the schools’ social environment. The activities have been redesigned with the student voice contribution (Grion & De Vecchi, 2014) that supported the idea of heritage as a vehicle to promote a sense of community belonging and responsibility towards the heritage itself (Bortolotti et al., 2008).

The students first built an idea of heritage linked to their experiences and feelings, and also shared it with their peers, and then decided to communicate it through a variety of languages they were familiar with.

In addition, addressing students from different cultural backgrounds, the project approaches heritage from an intercultural perspective, enhancing their own culture and traditions and putting them in dialogue with others.

The project has promoted transversal citizenship skills in the pupils involved, and in particular:

- students’ digital skills through the acquisition of awareness of the potential and risks of digital tools and media;
- intercultural competences;
- responsibility towards a shared heritage;
- interpersonal skills;
- acquisition of disciplinary knowledge.

The perception of the project’s educational impact shows a coherent relationship between the objectives that guided the design work and the learning outcomes that emerge from the analysis of the classroom activities.

As the teachers’ focus group analysis highlighted, the project also supported the teachers’ professional development, mainly reflexivity about their own teaching practice, class management and listening skills, inclusion and teamwork (Fredella, Bosatelli & Mosconi, 2022).

Research follow-up will compare these initial results with the analysis of the tools used by trainers and of the focus groups with teachers, in order to provide an evaluation from different viewpoints and an overall, multi-perspective picture of the project.



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